



Equality & Diversity Policy

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Version No	1.01
Operational from	12 January 2021
Policy prepared by	David Cashman
E & D Champion	Paul Dawson – Paul.dawson@dragonfootballacademy
Complaints	Ellen Jones – ellen.jones@dragonfootballacademy.com
Review date	28th December 2021

General Statement

The company is committed to the advancement and promotion of equality and diversity for all of its learners, employees, and all other key stakeholders. Our ethos is to create and maintain conditions whereby learners and staff are employed and treated solely on their own merits, abilities and potential, regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex (gender), and sexual orientation.

We will ensure that this commitment applies to all areas of its business including our collaborative partners and supply chain who deliver learning on behalf of the business, and in our procurement processes.

We will advance the equality and diversity agenda with other partners/suppliers and organisations working with us either via tender or provision of goods and services, so that appropriate legislation is fully complied with and effectively met.

We will actively promote a culture of celebrating diversity and will take all reasonable steps to prevent discrimination occurring. This includes promoting the importance of the Policy and what is expected of learners, employees and all other freelance associates of the business whilst they study or work within the company.

(Reference to the Equality Act 2010)

Dragon Football Academy provides a wide range of quality training to learners nationwide to ensure they achieve their individual, educational and employment goal whilst meeting the skill needs of the industry.

Dragon Football Academy seeks to promote equality of opportunity and treat all persons fairly in relation to all of its activities, such as the employment of staff, consultants and contractors and the provision of training and other services to individuals and organisations.

The policy reflects national legislation and guidelines on good practice covering all current legislation.

Dragon Football Academy recognises it has obligations under the Equality Act 2010. We will promote equality, diversity and treating everyone fairly between people of different age, racial groups, disability status, religion and beliefs, sex, sexual orientation, marriage & civil partnership status, pregnancy & maternity status and gender reassignment status.

Dragon Football Academy will annually review the planning and delivery of the training to ensure that they reflect and promote equality and diversity.

Participation, retention, achievement and success will be monitored and appropriate action taken if required.

Dragon Football Academy will work hard to make progress in:-

Discrimination by – eliminating any discrimination within the content, delivery and management of training, eliminating any discrimination in relation to interaction with staff, learners and visitors and promote good relations between people of different groups.

Harassment by - ensuring that all learners, staff and visitors can and are able to go about their business in an environment free of intimidation or abuse.

Participation by – encouraging people of all social backgrounds, cultures, languages and abilities to a wide range of courses and provide support appropriate to their needs.

Celebrating Diversity by – recognising, reflecting and celebrating the positive contributions of all people of different social backgrounds, cultures, religions, abilities, gender, race, ages and sexual orientation.

Dragon Football Academy is aware of its responsibilities in preventing the following:

- Direct Discrimination - Someone is treated less favourably than another person because of a protected characteristic (PC)
- Associative Discrimination - Direct discrimination against someone because they associate with another person who possesses a PC
- Indirect Discrimination - Direct discrimination against someone because others think they possess a particular PC
- Harassment - Employees can now complain of behaviour they find offensive even if it is not directed at them
- Harassment by a third party – Employers are potentially liable for harassment of their staff by people that they don't employ
- Victimisation – Someone is treated badly because they have made/supported a complaint or grievance under the Act

Responsibilities

The Management are responsible for promoting equality and diversity on behalf of the Company, also for ensuring that the effective policies and procedures are in place and that Equal Opportunities exist throughout the company. The policy will be reviewed annually and the Management team will:-

- Ensure that equality and diversity is continuously promoted and implemented across the company
- Ensure that all aspects of the Company's Equality and Diversity policy is implemented relating to the employment of staff
- Provide appropriate and accessible accommodation and resources which are reasonable to meet the needs of staff and learners.
- Devising and implementing actions plans with any concerns that may arise.

Accessibility arrangements

In making alternative access arrangements to allow a candidate/delegate to meet training requirements, steps must be taken to ensure that the person is still able to meet the required learning outcomes.

An arrangement must not weaken or invalidate these requirements and must reflect their normal way of working.

Evaluation

The Management will monitor and evaluate the effectiveness of the Equality & Diversity policy through the quality assurance framework. Dragon Football Academy's Self-Assessment Report along with key performance indicators will act as the catalyst for change.

Complaints

Dragon Football Academy is committed to providing a consistently high quality of service and although the majority of the time our training and services are provided to a very high standard, occasionally things do go wrong.

We welcome feedback from our customers, and complaints are a valuable source of information to help us:

- Improve the standard of services we deliver
- Put things right when they have gone wrong and
- Learn from our mistakes

The aim of this policy is to provide a fair consistent and structured process for our customers if they are dissatisfied with the service they have received.

Emphasis is placed on resolving complaints as quickly as possible and we will ensure that our staff are equipped to deal with complaints efficiently and effectively and any lessons learnt from complaint investigations will be used improve performance.

Customers can expect to receive a consistently high quality service when they contact any member of staff with a complaint and we will deal with all complaints promptly and with courtesy and efficiency.

When dealing with complaints Dragon Football Academy will:

- Treat all complaints seriously and confidentially
- Maintain a log of complaints received
- Monitor the nature of complaints to identify any weaknesses
- Learn lessons from complaints
- Monitor our performance in complaint handling against agreed targets

All complaints will be dealt with confidentially and in accordance with the requirements of the Data Protection Act

A complaint at any stage of the procedure may be made by telephone, in person, on feedback questionnaire, by email.

There are 2 ways Dragon Football Academy will deal with the complaint dependant on;

1. Is the complaint regarding Dragon Football Academy?
2. Is the complaint regarding the qualification?

You can inform us of a complaint at:

David Cashman – MD – 07930234895

Email – dave.cashman@dragonfootballacademy.com

25 Bryn Ffynnon, Star, Gaerwen, Anglesey LL60 6BA

Or

Contact the awarding organisation or the regulator as identified in your support information provided at induction.

Complaints against Dragon Football Academy

Stage 1

Any member of staff can receive a customer complaint and should attempt to resolve the issue, if it is not possible to resolve a complaint immediately, the complainant will be informed of the complaints procedure, any action to be taken and the timescale involved.

The majority of complaints will be considered at stage 1 of the process allowing Dragon Football Academy the opportunity to resolve the issue quickly, however in certain circumstances it may be necessary for a complaint to go to stage 2 of the process for example if the complaint is complex and requires a more detailed investigation.

Timescales – full response within a maximum of 10 working days, if it is not possible to resolve the complaint immediately.

If at the end of stage 1 of the procedure the complainant remains dissatisfied, they will be advised that they have 28 days from the date the response was given in which to request that the complaint is progressed to stage 2.

Stage 2

A member of the management team will acknowledge the complaint, carry out a review of the complaint and inform the complainant of any action to be taken and the timescale involved. They will keep the complainant informed of the progress of the investigation and send the final response.

Timescales – acknowledgement within 5 working days and full response within a further 15 working days.

We aim to resolve all complaints within the above timescales, however, if a complaint is very complex it may occasionally be necessary to extend the time limit. If this is the case we will keep the complainant informed of progress with the investigation, the reasons for the delay and inform them of the new deadline.

All staff can provide advice on complaints procedure, deal and resolve complaints at stage 1.

The management team is responsible for dealing with all complaints at stage 2.

All staff to have access to the complaints file and record each complaint.

The management team are responsible for overseeing all complaints and ensuring that they are dealt with promptly and within the agreed timescales.

At any point if deemed appropriate the complaint can be escalated to the awarding organisation or the qualification regulator.

Dragon Football Academy are committed to continually improving the services we deliver, information gained from complaints can be a valuable tool in identifying the needs of our customers and developing our services to meet those needs.

Reasonable Adjustment and Special Consideration Policy

Principles

As a Training Provider we recognise disabilities are of a diverse nature and we do not tolerate discrimination on the basis of disability. Dragon Football Academy complies with the Disability Discrimination Act 1995 and the amendments to the Act. This policy embraces the requirements of the Disability Discrimination Act to allow fair access to curriculum courses or qualifications.

We aim to facilitate open access for learners who are eligible for some reasonable adjustment and/or special consideration in assessments, without compromising the assessment of the skills, knowledge, understanding or competence being measured. This will be achieved in two ways. Firstly by reasonable adjustment; this is agreed at the pre-assessment planning stage and is any action that helps to reduce the effect of a disability or difficulty, which places the learner at a substantial disadvantage in the assessment situation. Reasonable adjustments will not affect the reliability or validity of assessment outcomes or give the learner an assessment advantage over other learners undertaking the same or similar assessments. Secondly through special consideration; this is a post-assessment allowance to reflect temporary illness, injury or indisposition that occurred at the time of assessment. Any special consideration granted cannot remove the difficulty the learner faced at the time of assessment and can only be a relatively small adjustment to ensure that the integrity of the assessment is not compromised.

Nothing in this policy should prejudice the information given in Dragon Football Academy examination policy or the SEN Policy. For the purpose of this policy and to reflect differing terminology between different awarding bodies, the word learner also refers to a learner and also to a student and the term Curriculum Leaders also refers to Directors of Teaching and Learning and also to Programme Leaders. The word assessor refers to any member of staff who has responsibility for assessing learners work.

Aims

1. To explain how Dragon Football Academy as an examination centre, will manage requests for reasonable adjustment and or request s for special consideration.
2. To identify the roles and responsibilities of staff connected to the assessment process, examinations or learner support.
3. To Establish protocols for dealing with lost or damaged work and to explain the terminology used by the examination boards when considering requests for adjustment and or special consideration.

Practice

Reasonable Adjustment

1. A reasonable adjustment helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation.

Reasonable adjustments must not affect the validity or reliability of assessment outcomes, but may involve the following:-

- Changing usual assessment arrangements

- Adapting assessment materials
- Providing assistance during assessment
- Re-organising the assessment physical environment
- Changing or adapting the assessment method
- Using assistive technology.

2. Reasonable adjustments must be approved (internally or externally) with the relevant examination board and set in place prior to assessment commencing. It is an arrangement to give a learner access to a qualification.

3. The work produced following a reasonable adjustment must be assessed in the same way as the work from other learners.

4. It is important to note that not all adjustments described will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

5. Reasonable adjustments could consist of any of the following:-

- Allowing extra time, e.g. assignment extensions
- Using a different assessment location
- Use of coloured overlays, low vision aids, CCTV
- Use of assistive software
- Assessment material in large format or Braille
- Readers/scribes
- Practical assistants/transcribers/promoters
- Assessment material on coloured paper or in audio format
- Language-modified assessment material
- British Sign Language (BSL)
- Use of ICT/responses using electronic devices

6. Curriculum Leaders should ensure that learners are recruited onto courses with integrity to ensure that learners have the correct information and advice on their selected qualifications and that the qualifications will meet their needs.

7. The recruitment process should include the Curriculum leader assessing each potential learner and making justifiable and professional judgments about the learner's potential to successfully complete the assessment and achieve the qualification. Such assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the assessment. Where the recruitment process identifies that the learner may not be able to demonstrate attainment and thus gain achievement in all parts of assessment for the selected qualification, this must be communicated clearly to the learner. A learner may still decide to proceed with studying a particular qualification and not be entered for all or part of the assessment.

8. As an examinations centre Dragon Football Academy will endeavour to ensure that learners are aware of the range of options available to them, including any reasonable adjustments that may be necessary, to enable them to demonstrate attainment across all of the required assessment strands; and any restrictions on progression routes to the learner as a result of not achieving certain outcomes.

9. Reasonable adjustments are approved before an assessment and are intended to allow attainment to be demonstrated. A learner does not have to be disabled (as defined by the DDA) to qualify for reasonable adjustment; nor will every learner who is disabled be entitled to reasonable adjustment. Allowing reasonable adjustment is dependent upon how it will facilitate access for the learner.

10. All reasonable adjustments will be transparent and unbiased, recorded on relevant examination board documentation and will kept on record in compliance with regulations at Dragon Football Academy Head Office.

11. It will be the responsibility of the Examinations Officer to ensure that any access arrangements implemented by the centre on behalf of a learner, is based on firm evidence that there is a barrier to assessment.

12. It should be noted that a Statement of Special Educational Needs (SEN) does not automatically qualify the learner for reasonable adjustment to assessment, as the SEN statement may not contain a recent evaluation of the need of that learner; and the reasonable adjustment may compromise the assessment.

Special Considerations

1. A special consideration is consideration given following a period of assessment for a learner who was prepared for and present at an assessment but who may have been disadvantaged by temporary illness, injury or adverse circumstances that have arisen at or near to the time of assessment.

2. Where assessment is in the form of an electronic test set and marked by computer, then it will be more appropriate to offer the learner an opportunity to take the assessment at a later date.

3. A special consideration cannot give the learner an unfair advantage but it can be regarded as when a performance in an assessment is affected by circumstances beyond the control of the learner, e.g. recent personal illness, accident, bereavement, serious disturbance during the assessment or alternative assessment arrangements which were agreed in advance of the assessment proved inappropriate or inadequate or part of an assessment has been missed due to circumstances beyond the control of the learner.

4. In order to apply for special consideration then evidence must be supplied by a learner and then by Dragon Football Academy as a centre. Evidence such as personal arrangements, staff shortages, lack of resources, building work or industrial disputes are not grounds for special considerations.

5. The following examples are not designed to be an exhaustive list but to give an example of the weight of circumstances that will be considered:-

- Terminal illness of the learner
- Terminal illness of a parent
- Recent bereavement of a member of the immediate family
- Serious and disruptive domestic crisis leading to acute anxiety about the family
- Incapacitating illness of the learner
- Severe car accident
- Recent traumatic experience such as death of a close friend or distant relative
- Flare-up of severe congenital conditions such as epilepsy, diabetes, severe asthmatic attack
- Recent domestic crisis
- Recent physical assault trauma
- Broken limb on the mend.

6. Unlike reasonable adjustment, there are no circumstances whereby Dragon Football Academy, as a centre can apply its own special consideration. Applications must be made to the relevant awarding body.

7. All applications for special consideration will only be made on a case-by-case basis and therefore separate applications will be made for any learner. The only exception to this is where a group of learners have been affected by a similar circumstance such as a fire alarm during an assessment; in this case a group application will be made with a list of affected learners attached to the application. 8. If such a request is to be made then the evidence required by the School to support the application will need to be a medical certificate, a doctor's letter or a statement from the invigilator.